

## Using Educator Effectiveness to Inform Human Resource Decisions

### The Purpose of the System:

The Wisconsin Educator Effectiveness System is designed for one main purpose: to support educator practice, reflection, and professional growth in order to increase student achievement. Educator Effectiveness pilot participants have indicated that implementation of the System has positively impacted their schools. For example, Diane Everson-Riley, a Principal in Sparta, said:

“As I’ve been out in classrooms more, my teachers want to be part of [The Wisconsin Educator Effectiveness System]. It’s not just me telling them what I want them to do, but all of us being more reflective and focused about what we’re doing. We all want to make things better for our students and our school.”

Everson-Riley’s pilot experience illustrates how staying focused on educator professional growth through targeted feedback, reflection, and collaboration will translate to student growth.

While the Educator Effectiveness System is a statewide initiative, local districts and school boards have to determine how to use the System and its data within their own district’s context. Therefore, DPI, districts, and communities must work together to make implementation decisions that support the purpose of the System.

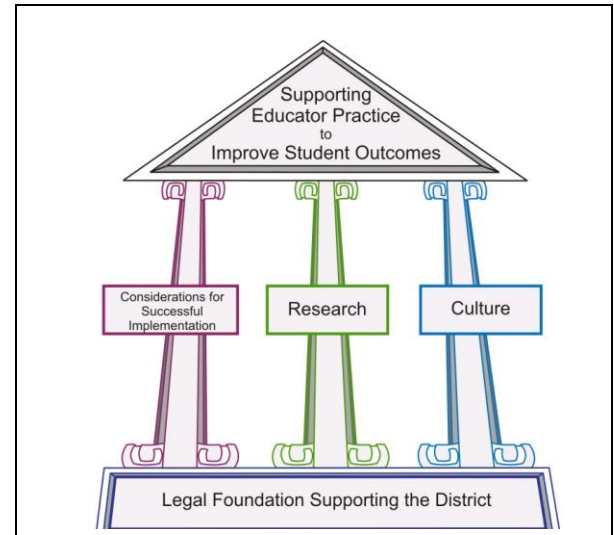
### Educator Effectiveness and Human Resource Decisions:

DPI and the Educator Effectiveness Design Team have indicated the System can be used as one piece of data to inform a variety of local human resource decisions. The System should inform, not replace Human Resource processes.

- *Does this mean the System can be used to inform dismissal or termination?*  
Yes, but DPI recommends districts first provide transparent, formative feedback within the System; draw upon multiple years of data\*; implement an improvement plan or system of support; follow existing Human Resource processes; and consult legal counsel.
- *Does this mean the System can be used to inform pay?*  
Yes, but DPI recommends districts identify high-performing teachers using the System; use these teachers in an expanded capacity (e.g., mentor, coach, student teacher placement); pay these teachers for their increased roles/responsibilities; and consult legal counsel.

### Considerations:

To support the quality of implementation and satisfy the purpose of the System, DPI recommends District staff contemplate the following considerations with the assistance of legal counsel prior to using the System to make Human Resource decisions.



*DPI recommends districts consider factors for successful implementation, research, and district culture AND consult with legal counsel to make Human Resource decisions that support the purpose of the Educator Effectiveness System.*

**Do considerations for successful implementation support your decision to use the Educator Effectiveness System to make high-stakes Human Resource decisions?**

**Even in the first few years of implementation, DPI will continue to refine the Educator Effectiveness System based on feedback, and educators will need adequate time to learn the System. Districts should make Human Resource decisions that support successful implementation of the System, especially in the first years.**

- Have educators participated in training on all aspects of the Educator Effectiveness System?
- Have educators had adequate opportunity and time (defined locally) to learn and prepare for the System and the use of its data?
- Does the local implementation plan support collaboration, honesty, reflection, and trust—all of which are necessary for quality implementation and valid results?

Does a strong **research base** support your decision to use the Educator Effectiveness System to make high-stakes Human Resource decisions?

**DPI recommends districts consider research prior to making Human Resource Decisions.**

- Has DPI conducted an external evaluation of the full System and its implementation across the state to determine:
  - *Are districts implementing the System with fidelity?*
  - *Does the System work as intended?*
  - *Is the System valid and reliable?*
  - *Is the System impacting student achievement?*
  - *Are all models implemented valid, reliable, and/or impacting student achievement?*
- *Have rigorous evaluation studies determined performance pay experiments (i.e., providing bonuses to teachers reaching student achievement targets) positively impact student achievement outcomes?*

Does the existing **climate and culture** support your decision to use the Educator Effectiveness System to make high-stakes Human Resource decisions?

**For the Educator Effectiveness System to fulfill its purpose, districts will need to build and sustain collaborative, trusting cultures amongst staff. District Human Resource decisions should support the development of such a culture.**

- Considering the above, will your decision for data use impact educators positively or negatively? For example:
  - *Will the decision impact how educators rate themselves or their staff and, if yes, will this result in quality feedback or formative information to educators resulting in improved practice?*
  - *Will educators continue to feel comfortable collaborating with their peers?*
  - *Will educators continue to feel comfortable speaking honestly and openly with their evaluators?*
  - *Will educators continue to feel student growth is the center of this System?*

Have you involved your district's **legal counsel** in your decision to use the Educator Effectiveness System to make high-stakes Human Resource decisions?

**Please consult your legal counsel before deciding how to use the System data locally.**

- *Has your legal counsel contemplated the previously noted considerations?*
- *Has legal counsel determined if your decision can be implemented equitably so as to avoid legal liability regarding "fairness" of the implementation?*
- *Regarding ALL previously noted considerations, has legal counsel contemplated the legal liability implications?*

For more detailed information, please refer to the [System Purpose and Data Use Info Brief](#).

\* DPI recognizes that districts may choose to use the Educator Effectiveness System to *inform* non-renewal of first-year teachers even without multiple years of data.